JOURNAL OF EDUCATIONAL MEASUREMENT
VOLUME 20

SUBJECT INDEX

Administration conditions
  item arrangement: 379
Attitudes
  measurement of: 379

Bias in measurements
  definitions of: 1, 165, 249
  methods of detecting: 81, 207, 249

Change
  measurement and prediction of: 335, 369
Coaching: 71
Construction
  of items: 199
  of tests: 27, 119, 149, 271, 355
Content coverage (See Overlap of Test Content and Curriculum)
Covariance structure analysis
  applications of: 39, 231, 379
Criterion-referenced testing: 27, 51, 271, 283
Creativity
  measurement and prediction of: 393
Cross-cultural differences: 81
Curricular validity (See Overlap of Test Content and Curriculum)
Cutoff scores: 283, 355

Deductive measurement: 81
Difference scores (See Change)

Essay tests: 65, 293
Expectation
  effects on achievement: 65

Gain scores (See Change)
Growth (See Change)

Homogeneity of test items: 17

Instructional validity (See Overlap of Test Content and Curriculum)
Item analysis
  statistical considerations in: 51, 191, 221, 249, 305, 345
Items
  attributes of: 221, 249, 305, 345
Item response patterns: 17, 191, 221, 249, 345

Latent trait models
  applications of: 207, 283, 345, 355

Neatness and test scores: 65

Optimal test design: 119, 149
Overlap of test content and curriculum: 103, 119, 149, 165, 179, 259

Practice effects: 71
Prediction studies
  of achievement: 1

Race differences: 39
Reading
  measurement of: 119, 133, 149

Schools
  effectiveness of: 103, 119, 149
  teacher effects: 103, 165
Score reports: 317
Selection
  effects of: 1
Sequence
  effects on questionnaires: 379
Social indicators: 317
Standard setting: 283

Test length: 27

Unidimensionality: 17

Validity
  construct: 231, 305

JOURNAL OF EDUCATIONAL MEASUREMENT
VOLUME 20

AUTHOR AND TITLE INDEX

AIRASIAN, P. W., & MADAUS, G. F. Linking Testing and Instruction: Policy Issues: 103
ALDERMAN, D. See POWERS, D. E.
BELLI, G. See FREEMAN, D.
BAKER, E. L., & HERMAN, J. L. Task Structure Design: Beyond Linkage: 149
BIRENBAUM, M., & TATSUOKA, K. K. The Effect of Scoring System Based on the Algorithm Underlying the Students' Response Patterns on the Dimensionality of Achievement Test Data of the Problem Solving Type: 17
BURDICK, D. S. See STENNER, A. J.
CALFEE, R. See HAERTEL E.
CHASE, C. I. Essay Test Scores and Reading Difficulty: 293
COLBERG, M. See McCauley, D. E. JR.
CURTIS, M. E., & GLASER, R. Reading Theory and the Assessment of Reading Achievement: 133
DE GRUIJTER, D. N. M. See HAMBLETON, R. K.
FLODEN, R. E. See FREEMAN, D.
FOREMAN, D. I. See VEALE, J. R.
FREEMAN, D., BELLI, G., PORTER, A. C., FLODEN, R. E., SCHMIDT, W. H. and SCHWILLE, J. R. The Influence of Different Styles of Textbook Use on Instructional Validity of Standardized Tests: 259
GLASER, R. See CURTIS, M. E.
GOLDSTEIN, H. Measuring Changes in Educational Attainment Over Time: Problems and Possibilities: 369
HAERTEL, E., & CALFEE, R. School Achievement: Thinking About What To Test: 119
HAMBLETON, R., MILLS, C. N., & SIMON, R. Determining the Lengths for Criterion-Referenced Tests: 27
HAMBLETON, R. K., & DE GRUIJTER, D. N. M. Application of Item Response Models to Criterion-Referenced Test Item Selection: 355
HALADYNA, T., & ROID, G. H. A Comparison of Two Approaches to Criterion-Referenced Test Construction: 271
HARNISCH, D. L. Item Response Patterns: Applications for Educational Practice: 191
HERMAN, J. L. See BAKER, E. L.
HENRIKSEN, L. W. See SCHURR, K. T.
HOCEVAR, D. See MARSH, H. W.
HUGHES, D. C., KEELING, B., & TUCK, B. F. Effects of Achievement Expectations and Handwriting Quality on Scoring Essays: 65
KEELING, B. See HUGHES, D. C.
LINN, R. L. Pearson Selection Formulas: Implications for Studies of Predictive Bias and Estimates of Educational Effects in Selected Samples: 1
LINN, R. L. Testing and Instruction: Links and Distinctions: 179
MADAUS, G. F. See AIRASIAN, P. W.
MARSH, H. W., & HOCEVAR, D. Confirmatory Factor Analysis of Multitrait Multimethod Matrices: 231
McCAULEY, D. E. JR., & COLBERG, M. Transportability of Deductive Measurement Across Cultures: 81
MILLS, C. N. A Comparison of Three Methods of Establishing Cut-Off Scores on Criterion-Referenced Tests: 283
MILLS, C. N. See HAMBLETON, R.
PORTER, A. C. See FREEMAN, D.
POWERS, D. E., & ALDERMAN, D. Effects of Test Familiarization on SAT Performance: 71
ROBERTSHAW, D. See WOLFLE, L. M.
ROID, G. H. See HALADYNA, T.
ROGOSA, D. R., & WILLETT, J. B. Demonstrating the Reliability of the Difference Score in the Measurement of Change: 335
RUDNER, L. M. Individual Assessment Accuracy: 207
SCHMIDT, W. H. Content Biases in Achievement Tests: 165
SCHMIDT, W. H. See FREEMAN, D.
SCHURR, K. T., & HENRIKSEN, L. W. Effects of Item Sequencing and Grouping in Low-Inference Type Questionnaires: 379
SCHWILLE, J. R. See FREEMAN, D.
SECOLSKY, C. Using Examinee Judgments To Detect Ambiguity on Teacher-Made Criterion-Referenced Tests: 51
SEDDON, G. M. The Measurement and Properties of Divergent Thinking Ability as a Single Compound Entity: 393
SIMON, R. See HAMBLETON, R.
SMITH, M. III. See STENNER, A. J.
SPENCER, B. D. On Interpreting Test Scores as Social Indicators: Statistical Considerations: 317
STENNER, A. J., SMITH, M. III, & BURDICK, D. S. Toward a Theory of Construct Definition: 305
TATSUOKA, K. K. See BIRENBAUM, M.
TATSUOKA, K. K. Rule Space: An Approach for Dealing with Misconceptions Based on Item Response Theory: 345
TATSUOKA, K. K., & TATSUOKA, M. M. Spotting Erroneous Rules of Operation by the Individual Consistency Index: 221
TATSUOKA, M. M. See TATSUOKA, K. K.
TUCK, B. F. See HUGHES, D. C.
VEALE, J. R., & FOREMAN, D. I. Assessing Cultural Bias Using Foil Response Data: Cultural Variation: 249
WILLETT, J. B. See ROGOSA, D. R.
WOLFLE, L. M., & ROBERTSHAW, D. Racial Differences in Measurement Error in Educational Achievement Models: 39